DOCUMENT RESUME

ED 026 578 AC 003 259

Rapides Education for Adult Development; Guidebook and Manual for Teachers of Adult Education in Rapides Parish.

Rapides Parish School Board, Alexandria, La.
Pub Date 67
Note-87p.
EDRS Price MF-$0.50 HC-$4.45
Descriptors-Admission Criteria, *Adult Basic Education, Elementary Education, Equivalency Tests, Financial Policy, Instructional Program Divisions, Instructional Staff, *Manuals, *Program Administration, *Public School Adult Education, Scheduling, Secondary Education, Student Records, Supervisors, Teaching Methods, Testing
Identifiers-*Louisiana

The operational manual for teachers of adult education in the Rapides Education for Adult Development Program of Rapides Parish, Louisiana, sets forth procedures, policies, philosophies, and programs as a guide to be followed uniformly by all teachers of adult classes. Sections of the manual deal with the definition and legal foundations of the program; its objectives in terms of elementary and secondary education; guidelines pertaining to teachers, supervisors, and student eligibility; types of classes (high school, intermediate, primary, and mixed); time, place, length, and size of classes; instruction (including lesson planning); testing programs; the General Educational Development program and certificates; policy on purchase of materials, payment of teachers, and student expenses; classroom techniques and situations; and forms and records. A brief supplement of revisions and corrections for the 1968-69 program session is included. (ly)

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ADULT EDUCATION IN RAPIDES PARISH

HANDBOOK

FOR

THE RAPIDES PARISH SCHOOL BOARD

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RAPIDES

EDUCATION

FOR

ADULT

DEVELOPMENT

Guidebook and Manual for Teachers of Adult Education in Rapides Parish

Alexandria, Louisiana

1967

PREFACE

The following operational manual is designed to be a reference book for teachers of adult education classes in the R.E.A.D. Program of Rapides Parish. The procedures, policies, philosophy, and programs of adult education are contained in this manual as a guide to be followed uniformly by all teachers of adult classes.

The guidelines set down in this manual were compiled so that every teacher of adult education may be knowledgeable of the program policy in order to implement it consistently throughout the program. All policies of the R.E.A.D. Program should be adhered to in all classes in the parish. Teachers are required to follow the guidelines set forth in this manual.

However, the supervisory staff of the R.E.A.D. Program realizes that exceptions may arise which would conflict with some of the guidelines. Such exceptions are not left to the discretion of the teacher. Teachers should notify the supervisory staff in the central office if they feel such an exception is present in their class, and the central office will advise them as to what to do.

The guidelines set forth in this book were compiled by the supervisory staff of the Adult Education Department of Rapides Parish in co-ordination with the adult education teachers of the parish. The views represented in the policy were primarily the views of the adult teachers and local supervisory personnel of Rapides Parish.

The purpose of this manual is to aid in establishing uniformity and consistency in the policies of the R.E.A.D. Program of Rapides Parish. It was compiled at the request of adult education teachers for their benefit as a reference book on policy for Rapides Parish Adult Education. Therefore, it shall be used as such; and adult teachers will be expected to implement the use of this manual in that frame of reference.

All adult education programs in various parishes throughout Louisiana must follow certain specific guidelines set forth by the Louisiana State Department of Education; however, various parish programs do differ somewhat in local requirements, organization, etc. This operational manual for the R.E.A.D. Program is not a directive concerning all adult education programs in general. It was compiled by and for the Adult Education Program of Rapides Parish--R.E.A.D.

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I. DEFINITION OF R.E.A.D. PROGRAM

I. Definition of R.E.A.D. Program

R.E.A.D. is an abbreviation for Rapides Education for Adult Development. It is the title of the programs directed and organized by the Adult Education Department of Rapides Parish, which include the following:

A. Act 252 Adult Education Program

The Act 252 Adult Education Program of Rapides Parish was created by the 1950 session of the Louisiana State Legislature to offer adults training at the secondary educational level. Act 252 adult education classes of Rapides Parish offer instruction on the secondary level for all eligible adults between 9th and 12th grade levels, who are trying to obtain high school equivalency diplomas.

B. Adult Basic Education Program

The Adult Basic Education Program of Rapides Parish was created by the Economic Opportunity Act of 1964, Title II, Part B; but is currently under the Elementary and Secondary Education Act, administered by the Department of Health, Education, and Welfare. The Adult Basic Education Program of Rapides Parish provides classes for eligible adults below 9th grade with elementary instruction in the basic academic skills.

C. The Rapides Parish School Board

The R.E.A.D. Program of Rapides Parish is under the complete jurisdiction and authority of the Rapides Parish School Board, which operates through the Louisiana State Department of Education.

II. OBJECTIVES OF R.E.A.D. PROGRAM

II. Objectives of R.E.A.D. Program

A. Act 252 Adult Education Program

1. To increase the secondary educational skills among adults who have not received their high school diploma in academic grades nine through twelve.
2. To train adults in secondary education in order to cause them to become more employable, improve their health, economic, and social position, develop their abilities for better understanding of current problems, and to improve their citizenship services.
3. To conduct an Act 252 Adult Education Program in such a manner that will motivate adults to continually pursue higher education levels.
4. To provide competent administration, supervision, and instruction for the Act 252 Program to its participants.
5. To provide effective, efficient execution of the responsibilities of the Act 252 Program to its participants.
6. To enable Act 252 adult participants to meet all requirements which will qualify them to take the state G.E.D. Test for their high school equivalency diploma.

B. The Adult Basic Education Program

1. To increase the basic educational skills among the under-educated adults 18 years of age and over in academic grades, first through eight.

2. To train adults in basic elementary education in order to cause them to become more employable, improve their health, economic and social position, develop their abilities for better understanding of current problems, and to improve their citizenship services.
3. To conduct an adult basic education program in such a manner that will motivate adults to continually pursue higher education levels.
4. To provide competent administration, supervision and instruction for the adult basic education program.
5. To provide effective, efficient execution of the responsibility of the basic education program to its participants.

III. PERSONNEL

III. Personnel

A. Supervisors

The parish supervisors of adult education will be primarily concerned with the execution of the R.E.A.D. program, with purposes to:

a. carry out the over-all functions of a supervisory nature in the parish program under the direction and/or authority given the parish school superintendent.

b. arrange for workshops on methods and techniques of teaching, materials of instruction, compiling of forms and records, and other areas of interest and aid to teachers of adults.

c. co-ordinate the functions among all personnel working in the program.

d. co-ordinate the co-operative agreeements with various other agencies which may be in need of an adult education program.

e. promote the development of the program in the community.

f. be responsible for all necessary records to be kept and reports to be submitted.

g. aid and co-operate with teachers to improve the effectiveness of the adult program.

h. establish training programs for prospective teachers of adults.

i. promote good relations between the adult education program and the regular day-school program.

B. Teachers

All teachers in the adult education program of Louisiana must possess a valid Louisiana Teacher's Certificate. In selecting teachers, the following qualifications are considered:

1. creativity
2. dedication to the needs of all adults
3. adaptability
4. progressiveness
5. trustworthiness
6. sincerity
7. ability in teaching skills
8. fairness and impartiality
9. reputability in community
10. participation in adult education training program
11. experience in working with and/or teaching adults

Pre-service and in-service programs and workshops are required for every teacher, supervisor, and other personnel of the Rapides Parish Adult Education Program.

The selection of teachers is left to the discretion of the Parish Supervisory Staff of the Rapides Parish School Board. Those teachers who meet all requirements but are not employed as full-time instructor (due to a lack of funds or to other similar reasons) may be used as substitute teachers for the regular adult classes. Adult teachers who need a substitute teacher must notify the central office a day prior to the class meeting that he will not meet and the central office will contact the substitute teacher.

It is not left to the discretion of the adult teacher to contact the teacher to substitute for his class. This will be done by the central office. (see substitute teachers, page 35.)

Teachers in the adult education program of Rapides Parish must at all times conduct themselves in a professional and reputable manner, as in keeping with the codes of the teaching profession. Teachers should be knowledgeable of the responsibility that they have towards promoting good relations between adult students, the regular day-school principals and personnel, and throughout the community.

C. Students

1. Eligibility of Students

a. Act 252 Classes

A student must have reached his 19th birthday before being eligible for enrollment in an Act 252 class, unless married. Students in Act 252 classes may be from 1st to 12th grade level; but with the advent of the adult basic education classes, Rapides Parish used the Act 252 classes for high school students, those between 9th and 12th grade level who are trying to obtain a high school equivalency diploma. Grade level is determined by his initial grade placement or score on the California Achievement Test, which is administered to him when the student enters the program.

b. Adult Basic Education

A student must have reached his 18th birthday before being eligible for enrollment in an adult basic education class. Married people are permitted to enroll in classes regardless of age. Students in this program may be from 1st through 8th grade level. Any student 9th grade level and above is not eligible for the Adult Basic Basic Education Program and must be referred to the nearest Act 252 class. Grade level is determined by the student's initial grade placement or score on the California Achievement Test which is administered to him when he first enters the program.

2. Requirements for Students in Adult Education Program

There are no academic requirements to meet or restrictions placed on the student in the adult education program. The R.E.A.D. program is individually orientated. Instruction is done on an individual basis with the emphasis placed upon the student as to how rapidly he wishes to progress.

The Rapides Parish Adult Program does require a minimum attendance for students who are to be retested for progress and achievement and for students who are seeking eligibility for qualification to take the G.E.D. Test. These requirements will be explained in detail later on in this manual.

IV. ORGANIZATION OF PROGRAM

IV. Organization of Program

A. Types of Classes

1. Category One Class (high school classes)

The Act 252 classes of Rapides Parish shall constitute the Category One or High School Classes. These classes shall be composed of 15 or more adult students above the 9th grade level (as determined by their initial California Achievement Test score) and shall receive qualified instruction in secondary subjects of reading, spelling, language, arithmetic, and supplemental subject matter. Reading skills are taught with social science content. The primary purpose of these classes is to aid the students in obtaining a high school equivalency diploma by meeting the parish requirements for qualification to successfully complete the state G.E.D. Test.*

2. Category Two Class (intermediate classes)

The adult basic education classes shall constitute the Category Two or Intermediate Classes. These classes shall be composed of 10 or more adult students from 5th through 8th grade level (as determined by their initial California Achievement Test score) and shall receive qualified instruction in elementary and secondary subjects of reading,

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*Note: Students below 9th grade level are eligible for a Category One class if that class is in a rural area and another category class is not available to him. This must be cleared with the central office before the student can continue in that class.

language, spelling, arithmetic, and supplemental subject matter areas. The primary purpose of these classes is to aid students in up-grading themselves in basic academic skills to qualify them for enrollment in a Category One or High School class, and obtain their high school diploma.*

3. Category Three Classes (primary classes)

The Adult Basic Education Classes shall also constitute the Category Three or Primary Adult Education classes. These classes shall be composed of eight or more adult students below the 5th grade level (as determined by the initial C.A.T. score) who shall receive qualified instruction in primary and elementary subjects of reading, writing, language, spelling, arithmetic, and supplemental subject matter areas. The primary purpose of these classes will be to reduce illiteracy among these students by their up-grading themselves to qualify

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*Note: Students who place between 5th and 8th grade level on their initial test and are enrolled in a Category Two class but then score 9th grade on a retest may continue in a Category Two class if a Category One class isn't available in that area and he does not have the transportation to attend a Category One class in another area. Students who remain in Category Two classes even though they placed 9th grade or above are eligible to be counted as a regular Category Two class student throughout that fiscal year. This must be cleared with the central office before the student may continue in that class.

as a functional literate and continue the improvement of their academic skills.*

4. Category Four Classes (mixed classes)

The Adult Basic Education classes shall constitute the Category Four or Mixed classes. Category Four classes will result when a combination of Category Two and Category Three classes must be made due to a lack of enough students to organize both a Category Two and Category Three class. Therefore, Category Four classes shall be composed of ten or more adult students at any level 8th grade and below (as determined by their initial C.A.T. score) and shall receive qualified instruction in primary and elementary subjects of reading, writing. language, spelling, arithmetic, and supplemental subject matter areas. The primary purpose of these classes is a combination of the purposes of Category Two and Three classes.**

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*Note: Students in Category Three classes who upgrade themselves on a retest to 5th grade or above may remain in that Category Three class if a Category Two class is not available in that area. Students who remain in Category Three classes even though they placed 5th grade or above on a retest are eligible to be counted as a regular Category Three student throughout that year. This must be cleared with the central office before the student can continue in the class.

**Note: The notes concerning Category Two and Category Three classes will also apply for Category Four classes.

B. When Classes Are Conducted

Evening school adult education classes will meet twice a week for 2, 2½, or 3 hours per class meeting. The minimum number of hours of instruction is four; the maximum is six. The meeting nights and time of the classes shall be determined by that class. Lights must be out by 10 p.m.

After the class determines the time and nights for the class meeting, they will remain fixed for the entire session and cannot be changed. If a special circumstance warrants such a change in time or meeting nights, notify the central office for approval. If the central office is not contacted and a class meets on any night or time other than those regularly scheduled, these meeting nights shall not be accepted as official. Teachers will not receive credit for these hours.

It is the teacher's responsibility to his students to hold classes on every regularly scheduled meeting night.

If a teacher fails to meet his class on a regularly scheduled night and does not notify the central office, he shall be subject to dismissal as an instructor in the adult program.

Adult education classes shall observe the same holiday as the regular day-school program. No adult class shall meet on a night which is an official holiday or on a night when the public schools are closed due to bad weather, emergencies, etc. Classes may not change their

meeting nights or time when the class meeting falls on a holiday; nor may an adult class change its time or night to make up for a class that did not meet due to a special circumstance.

Day-school classes may not exceed five meeting per week or 36 teacher hours per week.

C. Where Classes May Meet

Evening classes are conducted in public school buildings and/or other adequate facilitites authorized by the school board.

Day classes are available at various institutions and other agencies which assist in financing these classes for the benefit of their employees or other personnel.

D. Length of Program

Adult education classes will be ten months long, beginning the second week in September and closing the second week in June.

Adult education classes which meet in public school buildings shall observe the same holidays as does the regular public school program. No classes may meet on a holiday or holidays that the public school does not. No class may change its meeting nights in order to miss a holiday (see IV, 2, When Classes Are Conducted).

E. Size of Classes

Category One, Two, and Four classes (high school, intermediate, and mixed classes, respectively) shall have no more than twenty (20) students on roll during any one month. The maximum enrollment for any month for a Category Three, or Primary Class, is twelve (12).

If more than 20 students, or 12 students depending on the type of class, wish to enroll and another class is not available to them, every student over the first 20 or 12 must be placed on a waiting list to be able to enroll when a vacancy occurs. Students who do not attend class for an entire month are subject to be dropped from the class roll and a student on the waiting list may then enroll in his place.

If the monthly average attendance drops below five in Category One, Two, or Four classes during ony one month, the class must be closed. For Category Three classes, the monthly average must drop below four during any one month before the class will be closed.

V. INSTRUCTION

V. Instruction

A. Subject Matter Areas

The major emphasis in the Adult Education Program shall be placed on instruction of the four basic areas of reading, spelling, language, and mathematics. Other supplemental areas to be stressed are as follows: health, social studies, literature, economics, writing, speech, and other areas relating to the general knowledge and well-being of the students for life application.

The depth and degree to which these areas are taught is in relation to the level and need of the student concerned. This is left to the teacher's discretion in relation to his knowledge of the students.

B. Types of Materials

The types of materials employed in the adult program consist basically of worktext material in the basic areas of reading, spelling, language, and mathematics. Various other types of materials are available for students upon request.

Teacher materials consists of corresponding worktext manuals and special materials, such as audio visual aids, supplementary teacher instruction accessories, etc. (which supplement teacher instruction more effectively). These supplementary aids such as conversation topic materials, etc., are available at the central office.

The use of supplementary material and resources by the teacher is strongly encouraged. Special attention, especially in lower level classes, should be given to the use of resource people, who are authorities in their respective fields, to talk to the class on the area in which the class is interested.

C. Methods of Instruction

Worktexts or workbook materials are to be used as practice work for the student. They should not be used by the teacher as the sole teaching device. Teacher should give the students background instruction in the various areas for practice work and improvement in these areas.

The implementation of various teaching techniques and the use of teacher-designed supplemental materials are strongly encouraged and recommended.

To aid in estimating student progress and knowledge of subject matter, mastery tests or review tests are supplied for each of the various worktexts issued. These review tests are to be given when a student advances to a certain point in his worktext. These review or mastery tests should be used by the teacher in accordance with the student's progress in his worktext. Teachers should be certain to go over completely each completed review test with the student.

Other teacher-designed testing techniques are also encouraged for supplemental material needed by the student.

The three hours of class attendance by the student should not be used as three hours of student work in his worktexts. This time should be used for teacher instruction in the various areas. Students may use this time to check and correct their worktext accomplishments but teachers should not use all class time for student work that can be done outside of class. These three hours are for the benefit of the student and this instruction is the primary responsibility of the teacher.

D. Preparation By Teacher

The adult education teachers of Rapides Parish are fully employed by the Adult Education Department of the Rapides Parish School Board, and therefore are expected to maintain and exhibit the professional characteristics of the teaching profession.

Adult education teachers are expected to prepare and plan out exactly what they intend to accomplish and how for every adult education class they instruct. Lesson plans are not required as a written policy, but the planning of lessons is!

Teachers should exhibit preparation and execution of that preparation for the adults at every class meeting. Adult education is not an extra program to supplement some regular day-school teacher's salary. The Adult Education Program of Rapides Parish is an intricate and quality program for adult development and expects quality professionalism from its employees.

VI. TESTING PROGRAM

VI. Testing Program

A. Types of Tests

The types of tests used by the Rapides Parish Adult Education Program is the standardized California Achievement Test. This test is used to determine a student's initial grade placement when he first enters the program, to indicate progress by the students, and to qualify a student to take the state G.E.D. Test.

The various types of California Achievement Tests used by the program are as follows:

Test Level	Grades	Forms
Lower Primary	1-2	WXYZ
Upper Primary	H2-3-L4	WXYZ
Elementary	H4-5-6	WXYZ
Junior High	7-8-9	WXYZ
Advanced	9 to 14	WXYZ

B. Teacher Use of Tests

Teachers are responsible for the administration and security of the California Achievement Tests. The guidelines set forth in the manual for testing are to be used consistently by every teacher in the adult program. Teachers are responsible for the strict application of these rules and shall not make any deviations from these rules to accommodate a student, unless he clears these special reasons with the central office. No exceptions are permitted and inconsistency or laxity could result in the teacher's dismissal.

The general rules of testing procedures are as follows:

1. Inventory of Tests

All California Achievement Tests shall be numbered and a strict record on each test will be kept up to date. Tests shall be checked out to teachers on a monthly basis. Teachers must return <u>all</u> tests that he checked out at the end of the month. This includes both completed and unused tests.

If tests are due to be returned and have not yet been completed by the student, the teacher must bring the tests in on the date due and recheck the tests out. If a student finishes a test and the teacher submits the test for grading prior to the return date due, the number of that test will be marked as having been returned prior to the date due. (Teachers should always submit tests for grading immediately after the student completes it).

Teachers are not to keep any tests longer than the monthly check-out period. When a teacher returns unused tests at the end of the month, he may recheck those tests out for another month to have available for new students. A teacher may check out more tests, if needed, at any time during the month; but all tests must be checked in and accounted for at the end of the month. Monthly checks will not be issued to a teacher until he has accounted for the tests.

A notebook of tests checked out shall be kept in the bookroom. Teachers must sign for the tests and when the tests are returned. A record will also be kept on teachers who have tests which are regularly overdue.

2. Counsel Before Testing

Teachers must inform the students of the purpose of the test to be given. Explanation of why the student is being tested and that the tests are merely used as an indication of beginning placement and not an aboslute indication of that student's academic level is important. Make students feel at ease in taking a test. Impress upon the student that he cannot pass or fail the test but is merely seeking a knowledge of the students strengths and weaknesses in various areas.

3. Explanation of Test

Teachers should go over the directions of the test and make sure they understand exactly what to do--how to correctly fill out the blanks, etc., using only the examples for explanation.

4. Length of Time for Testing

The California Achievement Test is not administered as a time test by section in the Adult Education Program. Students should pay no attention to the stop and go memos at the bottom of the test page but should keep going and accomplish as much as possible.

However, the maximum time allowed for completion of the test is two class nights. This is final, and extra time is not allowed. Teachers should impress upon the students the necessity of working as rapidly as possible and not to waste any time on any one question in order that they may complete the test in the allotted time.

5. Filling Out Tests

It is very important that each teacher fill out the back of the test completely for the student. The teacher should write all the required information in the proper blanks legibly. Also each test back must be labeled by the teacher as being a new student(write NEW in the upper left-hand corner), re-entry (write RE-ENTRY in the upper left-hand corner), and re-test (write RE-REST in the upper left-hand corner). Tests that are not properly filled out will be sent back to the teacher and shall not be graded until they are properly filled in.

5. Administering Tests

After teachers have explained the test and the directions and have filled in the back page for the student, they may begin administering the test to the student. All that is required of the student is a pencil or a pen with eraser

and four sheets of scratch paper. (The scratch paper will be furnished by the central office for the teacher to give the student if requested).

It is suggested that students be tested in another room if possible. Teachers must see to it that the student leaves all other materials (notebooks, workbooks, etc.) in the classroom and takes only his pencil or pen, the four sheets of paper, and the test to the testing room. Upon completion of the test, the student must turn the scratch paper in with his completed test. The scratch paper will then be disposed of by the student.

Students should also be informed to complete one page at a time and not to skip around in taking the test. Tell the student to start from the beginning and keep going to the end.

Do not let the student linger on any one problem. If he does not know how to work the problem, make sure he understands to skip it and leave the harder problems he can't work and answer as many of the easier problems he can work. This is especially important with the student's initial test. After the first night of testing, the teacher will staple the part of the test that the student has completed. When the student returns to

complete the test at the next meeting, he shall continue from the point that he finished up to last meeting.

Teachers should make sure that the student fills out the test completely. Check through the test after the student has completed it and make sure that he has not inadvertedly omitted a question or a section to the test.

7. Procedure for Testing New Students

Students who are enrolling in an adult education class for the first time are classified as new students. If a student has attended adult education classes in the parish at any time. regardless when or where, he is a re-entry student and not a new student.

Students must fill out an application sheet, completely and legibly, under the direction of the teacher.

Teacher may use the information obtained on the application blank to decide which level test to use for the student. For example, a student who puts 6th grade on his application as the last grade he completed should be given an elementary level test.

In most cases, students tend to score or place lower in taking their initial test because of their long absence from use of

academic skills. Therefore, unless you already know the student's capabilities, give the student a lower level test whenever you are in doubt as to the correctness of his application information concerning his actual grade achievement. NEVER GIVE A NEW OR RE-ENTRY STUDENT THE ADVANCED LEVEL TEST REGARDLESS OF HIS ABILITIES OR LAST GRADE ATTENDED! ADVANCED LEVEL TESTS ARE TO BE USED FOR RE-TESTING PURPOSES ONLY!.

After all counseling and testing procedures (see Teacher Use of Tests, page 16) have been carried out and the student completes his test submit the test to the central office for grading with the student's application inside. Only the appointed grader at the central office will score the tests. Make sure each new student's test has the application inside. Any new student test turned in without an application will be sent back to the teacher and will not be graded until the teacher turns both the application and the test in at the same time. Each teacher must also write "new" in the upper left-hand corner on the back page of the test in order that the office will know that the student's test is his initial test.

If a student is tested during the month or on the last meeting night of that month and he does not return or have time to complete the test that month, his application should be turned in with the teacher's monthly report in order to give the central office knowledge of the new student's name on the monthly roll.

8. Procedure for Re-Entering Student

Students who enroll but have attended adult classes in Rapides Parish any time before are classified as re-entry students and not new students.

In Category One classes, a test score achieved three months prior to re-entry may be used as an initial test score within that fiscal year.

Pay special attention to filling out the application in that the bottom portion of the application is especially for re-entry students the teacher should always check to be sure that it is filled out correctly.

In determining which level test to give a re-entering student, be sure to check the last score attained in adult education from the appropriate information on the application. Never give a test which is a lower level test than the last one administered to him unless

that test was the advance level test. Never give a re-entry or new student an advance level test regardless of his abilities or last test level he took in the program! Advance level tests are to be used for re-testing purposes only!

After all counseling and testing procedures (see VI, B-1, B-2, B-3, B-4, B-5) have been carried out and the student completes his test, submit the test to the central office for grading with the student's application inside. Only the appointed test grader may score the tests. Make sure each re-entry students test has the application inside the test. Any re-entry student's test turned in without an application will be sent back to the teacher and will not be graded until the teacher turns both the application and the test in at the same time. Application may be turned in prior to the completion of the test. (see Procedure for Testing New Students, page 22).

9. Procedure for Re-Testing

a. When Students May Be Re-Tested

Students shall be retested on basis of their hours of attendance and last test score. Listed below is the <u>minimum</u> number of student hours of attendance according to grade level that is required before a student may be retested.

Initial Grade Placement	Minimum Hours of Attendance Required Before Testing
9.0 and above	45 hours
8.0 to 8.9	24 hours
5.0 to 7.9	45 hours
.0 to 4.9	60 hours

These are the minimum number of hours of attendance required. If the teacher feels that the student has not progressed enough in his work to merit a re-test at the end of the required minimum he does not have to re-test then, but may wait until he feels the student is ready.

Students should be tested periodically, however; and every student must have at least two scores during that current year. Every student should be tested when he enrolls in the program, regardless of whether he is a new or re-entry student.

This also includes students who return to the adult program in September. They should be tested when they re-enter the program.

However, in Category One classes, a test score achieved three months prior to re-entry may be used as an initial test score within that fiscal year.

It is also important to note that when re-testing, A STUDENT MAY NOT BE RE-TESTED IN ONLY ONE SECTION OF THE TEST. No exceptions are allowed, regardless of what their total score may indicate.

b. Choosing The Proper Level Test for Re-Testing Purposes

Teachers should judge which level test to use for re-testing purposes according to their last test score and last level test. Never re-test a student with a level test which is lower than the first test he took. Advanced level tests may be administered only to re-testing students who score 9.0 or above on the last test.

After all counseling and testing procedures (see Teacher Use of Tests, page 17) have been carried out and the student completes his test, submit the test to the office for grading. Teachers should write "re-test" in the upper corner on the back of the test.

10. Submitting Test for Grading

Teachers should submit tests for grading two days prior to when test scores will be needed to insure prompt grading. All tests must be properly filled out, marked "new", "re-test", or "re-entry", and containing an application for new students and re-entry students in order to be graded. Tests not properly filled out will be returned to the teacher for completion before being graded. Tests not properly filled out will be returned to the teacher for completion before being graded.

All tests marked "new" for new students will have workbooks for the student according to test scores; re-entry or re-test tests will not have books with the results but may be obtained if the teacher knows the student needs new books.

11. Recording Test Scores

Teachers must record every test score returned on each student's Individual Five-Year Student Record Form (this form is explained in section X, C.)

Teachers should then go over the test with the student and explain results to the teacher. <u>Teachers should never under any circumstances, give the test back to the student to keep!</u> These are to be kept by the teacher.

12. Scoring Tests

All California Achievement Tests will be returned to the central office for grading. Test scores are compiled in accordance with the California Achievement Test manuals on a number basis. Scores and totals are not figured on an averaging method but are tabulated on a total point basis cited in the grading manual. The results are recorded on a permanent file in the central office.

VII. G.E.D. PROGRAM AND CERTIFICATES

VII. G.E.D. Program and Certificate

A. G.E.D. Program

1. Definition

G.E.D. stands for General Educational Development. The G.E.D. provides an opportunity for qualified adult education participants to obtain a high school equivalency diploma through any certified high school in Louisiana.

All diplomas issued under this program shall show the basis upon which they are issued. A HIGH SCHOOL EQUIVALENCY DIPLOMA shall be issued to those students who successfully pass the G.E.D. Tests.

Students must be 19 years old or above in order to receive a high school equivalency diploma. Married students under 19 years of age are eilgible to enroll and participate in the adult education program but must be 19 to receive an equivalency diploma. They may complete all requirements, take and pass the G.E.D. test; but then must wait until they are 19 to recieve their high school equivalency diploma.

Students must meet the requirements listed below in order to become eligible to take the G.E.D. test.

2. Requirements

a. A student must attend a minimum of 90 hours of classroom instruction in the Adult Education Program above the 9.0 level as determined by his score on the C.A.T.

b. He must score a placement of 13.0 grade level (total battery) on the C.A.T. with no subject area less than 12.0 grade level.

If a student scores 13.0 or above on the total test, but fails to score 12.0 in one area, he may not be re-tested in that one area. A student may not be re-tested in only one section of the test. Teachers must inform the students of this rule and implement it. A test given to let a student take one section over again will not be accepted and the teacher will be held responsible to the student for the error.

c. Students who complete requirements a and b but attend public school outside of Rapides Parish must write the school they attended last for a record of their credits. This must be given to the teacher for submission to the central office before the student is elibible to take the G.E.D. Test. Teachers must be sure to inform out-of-parish students of this requirement.

3. Procedure

After a student has completed the requirements of the Adult Education Program of Rapides Parish, he must follow the following procedure:

a. When the students complete 90 hours of classroom instruction and make a score of 13.0 on the C.A.T., they must fill out a Recommendation for administration of Tests of G.E.D. form and a G.E.D. Information form (see X, Forms). Teachers must be sure that all information requested by the form is filled out completely. Also, under the line entitled "Remarks" on the Recommendation for Administration of Test of G.E.D. form, the teacher must write down the number of hours the student has completed above 9.0 level.

b. Once a student has requested a school, he may not change!

c. After completion of these two forms, the teacher will submit them to the central office for approval. Form DE 502 will be sent to the State Department of Education for approval to take G.E.D. test. The G.E.D. Information Form will be sent to the school from which the student wants a diploma issued through.

d. The student will receive a certificate of approval to take the G.E.D. Test approximately 10 to 14 days after he completes the initial request form. This approval will be mailed to the student.

e. After receiving the approval form, the student will make arrangements with the testing center (cited on the form for taking the G.E.D. Test).

B. Certificate

1. Definition

Certificates of participation are awarded to every student in the adult education program except for those students requesting G.E.D., who complete the requirements listed below. These certificates indicate the student's name and the highest equivalency grade by achievement test he attained during that school year with the date of the test.

2. Requirements

In order to receive a certificate of participation the student must have:

a. a minimum of two achievement test scores during that school year.

b. attended a minimum of 60 hours of classroom instruction.

c. not be requesting G.E.D.

3. Awarding of Certificates

Students are awarded certificates at the end of the school year. The procedure to be followed in awarding certificates is left to the discretion of the teacher and the class. Special graduation or certificate exercises are encouraged for the students and various classes may combine for a joint awards ceremony. All teachers must notify the central office as to the procedure they will follow in presenting the certificates to the students in order that their efforts may be co-ordinated by the central office. Only students who complete the requirements cited are eligible to recieve participation certificates.

Students who complete all requirements for a certificate but are not enrolled in June may receive their certificates through special permission by the central office.

VIII. FINANCIAL

VIII. Financial

A. Purchase of Materials

Materials are purchased by the supervisory staff of the Adult Education Department of the Rapides Parish School Board. These materials are purchased periodically by the Supervisory Staff and are subject to teacher evaluation and revision. Materials are kept in ample supply for student use.

B. Payment of Teachers

The adult education teacher's rate of pay is based on student's average monthly attendance per instructional hour. The maximum rate of pay is $5.00 per instructional hour for an average monthly attendance of 12 students or more. However, teachers of Category Three classes (students below 5.0), receive $5.00 per instructional hour for an average monthly attendance of 8 students or more. The pay scale is as follows:

a. For teachers of Category 1, 2, and 4 classes:

Monthly Average Attendance	Rate per Instructional Hour
12.0 and over	Full rate of pay
11.0 - 11.9	$ .25 less than full rate
10.0 - 10.9	.50 less than full rate
9.0 - 9.9	.75 less than full rate
8.0 - 8.9	1.00 less than full rate
7.0 - 7.9	
6.0 - 6.9	
5.0 - 5.9	
Less than five---close the class	

b. For teachers of Category 3 classes:

Monthly Average Attendance	Rate per Instructional Hour
8.0 and over	Full rate of $5.00 per hour
7.0 - 7.9	$ .25 less than full rate
6.0 - 6.9	.50 less than full rate
5.0 - 5.9	.75 less than full rate
4.0 - 4.9	1.00 less than full rate

Less than 4---Close the class

Teachers' rate of pay is computed from their monthly attendance and report form (see Forms). These forms must be filled out neatly and correctly as explained in the section on forms, and must be turned in by the third day of the month. If the third of the month falls on a weekend, reports must be turned in to the central office on the preceeding Friday or must be postmarked no later than the preceeding Saturday, if mailed. A late report will not be figured on that month's roll and the teacher will not be paid until the following month. An incorrectly filled out report will be sent back to the teacher for correction. The teacher will not be paid until the roll is corrected and returned.

C. Student Expenses

Instruction and facilities are provided free of cost for the student.

The only expense for the student is for his instructional materials if that student is 9.0 or above. Students 9.0 or above must purchase their own worktexts for approximately $4.00 and the cost for each C.A.T. is 50¢. Additional worktexts may be purchased singularly.

Students who place below 9.0 will be furnished all materials needed free of cost.

Teachers of students who must purchase their worktexts and tests are responsible for the collection of this money. Books issued to students 9.0 and above will be charged to that student's teacher, who shall collect the money and must have their account cleared by the end of the program each year. A teacher whose account has not been cleared by the end of the year, will not be issued a check for the last month until their debt is accounted for. Teachers settle all accounts with the central office.

IX. CONDUCTING AN ADULT EDUCATION CLASS

IX. Conducting an Adult Education Class

A. Organizing an Adult Education Class

Adult education classes shall be organized by the adult education supervisory staff in co-ordination with the prospective teacher of that class. When one area or community indicates a need for an adult education class, the supervisory staff will appoint a teacher to teach the class. Through personal recruiting and publicity the supervisory staff and the prospective teacher shall enroll a minimum of ten students in order to begin the class. No class may be organized as an official class until ten or more students are enrolled.

B. The First Class Meeting

The first few class meetings are crucial ones for motivating and holding the interest of the students. Student dropouts take place in the greatest number early in the year or the beginning of the class.

Four suggested techniques to insure success of the first class meetings are:

1) Be in your room before the class arrives to greet the first student. Play the role of host, being friendly and congenial so that every adult feels welcome.

2) Be sure your room is neat, clean, and colorful. Make it as attractive as possible so these "back-to-school" adults will feel more comfortable.

Arrange the furniture to help socialbility. It is better when adults can see faces rather than the backs of heads.

3) Create a warm social situation by having everyone get to know each other as soon as possible. Lead off a round of introductions by stating your name and giving some brief background information about yourself.

4) Get the learning processes under way efficiently by explaining the general and specific goals of the course. Make your course plan tentative and allow plenty of opporutnity for discussion of the plan. Adults like to know where the group is going, how it plans to get there, and how long the trip will take. And they like to make suggestions for additions or changes on this route that meet their specific needs and interests. As they make these meaningful changes, the teacher and students can work together in tailor-making a course satisfying to both.

5) Send the student home with one newly learned fact.

C. Procedures for Beginning Class

After both student and teacher feel comfortable in the classroom situation, the teacher may begin the initial testing program and enrollment of students. When to

give the first test is left to the discretion of the teacher. The class may want to enter immediately into the testing program in order to receive their materials and get started or they may wish to wait a class night or two in order to adjust to the classroom environment. Teachers should, however, begin to test no later than the second week of classes. Teachers should be sure to test every student upon entering into the program, except for those Category I students who are re-entering the program and have a test score achieved three months prior to re-entry.

Teachers must make sure they have completely explained to the student and counseled with him as to the purpose of the test before administering it. Make sure the student understands all directions for the test. Also, teachers must have each student complete an application or enrollment form before he begins the test and must turn their form in with the completed test to the central office. (see Testing).

D. Selecting Meeting Nights and Times

Teachers should consult with the students to determine the time and nights of the class meetings. Classes may meet on any two nights, Monday through Thursday. No classes may meet on Friday nights or weekends. Classes must meet for 3 hours per meeting, twice a week. The hours that the class meets may be at any time, as long as the class does not meet any later

than 10 p.m., so classes may not begin any later than 7 p.m. After the teacher and the class has selected the meeting time, the teacher must notify the central office. These nights and times must remain and may not be changed because of holidays, etc., (see When Classes Are Conducted).

E. Issuance of Materials

After tests have been completed, the teacher will turn the test and the application into the central office for grading, at least 2 days prior to when the next class meets. The central office will grade the test and issue materials to the student on the basis of his test scores. Teachers are responsible for coming by the central office and picking up the tests scores and materials before the next class meeting.

materials before the next class meeting.

At the next meeting, teachers should explain the results of the test to each student and go over his materials with him. Also teachers should record the test results on the Five-Year Individual Record Form on each student (see Forms) and should keep the test backs and not give them to the student.

F. Scheduling an Adult Class

Teachers should schedule their class in order that the class will spend an allotted amount of time on every major subject area. Students should not be allowed to concentrate the vast majority of their class attendance to one specific area of study, or

purpose in attending the class. A suggested schedule for adult classes may be obtained in the central office.

G. Problems That May Arise in Conducting an Adult Education Class

1. Eligible Students

Teachers may enroll only those students who are eligible for the adult education program (see eligibility of students). If a situation arises in which the question of a student's eligibility is uncertain teachers must not enroll that student until he has consulted the central office. Don't turn student away if you are in doubt,but allow the student to remain in class with the understanding that you must certify his eligibiltiy with the central office before he can be enrolled. Eligibility of students is not left to the discretion of teachers if the student does not meet the standard requirements(see Requirements).

2. Testing

Proper and consistent testing is very important. Teachers shall strictly follow the guidelines on testing (see Testing Program) set forth in this manual. Any discrepancy from these guidelies must be approved by the central office or they will not be considered valid.

3. Developing Materials

Teachers are encouraged to develop materials to supplement instruction, especially in areas which are not emphasized in the student's regular materials. The central office has many supplementary aids and materials for teacher use upon request. Also, teachers may have the central office mimeograph or compile materials that the teacher has designed for use in his class.

4. Discussion Topics

It is suggested that teachers use 15 to 20 minutes of each class session for a planned topic, preferably the last 15 or 20 minutes. The discussion topic may be implemented in any method or may be about any subject of interest to the student. Teachers should carefully plan out and organize every discussion period. A list of topics and suggested use of them may be obtained at the central office, along with any materials needed to implement the discussion.

5. Substitute Teachers

Substitutes for adult teachers are selected on the same basis as a regular adult teacher (see Teachers). The selection of substitute teachers is left to the discretion of the central office.

Adult teachers who need a substitute teacher must notify the central office a day prior to the class meeting that he will not be present and the central office will contact the substitute teacher.

It is not left to the discretion of the adult teacher to contact a teacher to substitute for their class. This will be done by the central office.

If a teacher fails to notify the central office that he will be absent and he contacts the substitute teacher, that meeting night and the teacher will not receive credit for instruction. The substitute teacher who taught the class shall be reimbursed from the regular teacher's salary for that month.

6. Attendance

The teacher should be in the classroom 10 minutes prior to the opening of the class and should turn off the lights at dismissal or specified time. Only one break for not longer than 15 minutes is permissible.

Teachers who are perennially tardy for their classes or who are consistently absent from their class meeting (always needing substitute teachers) are subject to dismissal as an instructor in the adult education program.

7. Changing Time of Meeting Nights

Meeting time and nights shall remain constant throughout the year, and cannot be changed for just one or two meetings. If a class and the teacher wishes to change its meeting time or nights to make the class meeting more convenient, teachers should first consult the central office. After permission is obtained and the change has been agreed upon, the new times and night must remain constant for the rest of the school year.

H. Closing Out Classes

Teachers are responsible for the proper closing of classes in June. Teachers should start re-testing eligible students for their final grade two weeks prior to the end of the program, in order to insure good, prompt grading and issuance of certificates.

In addition to the testing program teachers are responsible for completion of the end-of-year evaluation forms to be turned in with their monthly reports. (see Forms).

All materials used by the teacher during the year are to be collected and stored at that school during the summer with the permission and co-operation of the principal. Do not return these materials to the central office unless they are requested by the office. An inventory form will be supplied to each teacher in order to list all materials kept in the school. This must be correctly completed and returned to the central office with the monthly report (see Forms).

Teachers are also required to store all their class and student records with these materials and not to bring them to the central office.

I. Drop-Outs

Teachers of adult education should be extremely concerned with the problem of adult drop-outs. Adults enter into the adult education program for specific reasons and these reasons should be understood and met by adult teachers. Drop-outs should not be a prevelant problem in a program which requires voluntary attendance and entrance on the part of the participants. If the adult education program curriculum and the implementation of this curriculum by the teacher meets the needs of adult students, the drop-out problem shouldn't be significant.

Teachers are responsible to try and meet the objectives and immediate needs of their adult students. If a teacher is plagued by a consistent drop-out ration he shall review his methods, attitude, and approach in teaching adults.

One of the best ways to help decrease the number of drop-outs is for teachers to become fully knowledgeable of each student's interests, attitude, and reasons for entering the program; and then try to construct a learning situation that will take into account these factors and meet his immediate needs.

Also teachers should continually relate past experiences with and accomplishment of students to present learning situatións in order to show that student their reál personal concern about him.

However, there are many reasons for adult drop-outs. Many adults have to drop-out of the program for various personal reasons outside of the actual classroom situations. Teachers should keep an accurate record of every adult student and follow-up on each drop-out to find why that student did not return to classes. This follow-up by the teacher will also prove to the adult that the teacher is still very interested and concerned about that student's participation in the adult program.

X. FORMS AND RECORDS

X. Forms and Records

Continuous and current record keeping is a tremendous aid to teachers for more effective and efficient instruction. Records enable teachers to have a better knowledge of each student's past accomplishments, weaknesses, and goals and provide a clue to correlating the subject matter to meet the student's needs.

Correct and efficient record keeping is a primary and necessary responsibility of each teacher. Teachers should pay special attention to the proper procedure for filling out the recording records and necessary information in the adult education program.

Incorrect forms and records will not be accepted for teachers of adults. Forms incorrectly completed that are submitted to the central office will not be accepted and shall be returned to the teacher for correction.

An example of the various forms and records used in the adult education program of Rapides Parish may be found in the back portion of this manual. An explanation of the purpose and correct usage and completion of these records are contained below.

1. Form #1--Application for Admission in Adult Education Class

   This form is to be filled in by the student or the teacher for the student. Make sure that all the information requested by the form is completed neatly and legibly. Special attention should be given

to the bottom portion of the form if a student has attended an adult education class before. Teachers should ask the student this question and make sure he fills in the necessary information if he has attended adult education classes before. The completed form must be turned in with that student's initial test. New re-entry students whose tests are submitted without an application will be returned to the teacher. This application form will be returned to the teacher stapled to his test scores. Upon return of the application and the test back, the teacher must record the information on the student's application and his tests scores on the Individual Five-Year Record Sheet (see Forms). An example of the Application for Admittance in Adult Education Class Form may be found on page F-1 in the back of the manual.

Teachers may obtain these forms from the central office upon request and should be sure that they have an ample supply of applications ready for use in their classroom. Make-shift or substitute applications will not be accepted. Teachers are expected to have the applications on hand at all times.

2. Form #2--Application for Teaching Position in Adult Education

This form is the same form used by the Rapides Parish School Board for applicants for a regular day-school teacher position. Any qualified person

interested in teaching in the Adult Education Program must fill out one of these applications and submit it to the central office. Applications may be obtained from the Rapides Parish School Board office upon request. An example of this form may be found on page F-2 in the back of the manual.

3. Form #3--G.E.D. Information Forms

   These forms are to be completed by the teacher for the student or by the student who has completed all requirements in the adult program to request to take G.E.D. Tests. This form must be submitted when the student submits the G.E.D. Recommendation Form. This form will be sent to the school through which the student is requesting his high school equivalency diploma for the school's records. All information must be completed on this form or it shall be sent back to the teacher. Do not fill in the portion of the form which states, "To be completed by central office." An example of this form may be found on page F-3 in the back of the manual.

4. Form #4--G.E.D. Recommendation Form (Recommendations for Administration of Tests of General Educational Development)

   This form is to be completed and neatly filled out by the student or by the teacher for the student. All information must be filled out in the appropriate

spaces marked. In the space marked "remarks", the teacher must write down the number of classroom hours the student has completed above the 9.0 level. This form cannot be completed until the student has scored 13.0 on an advance level C.A.T., with no score below 12.0 in any one area, and has 90 hours above 9.0 level. This form may be submitted with the G.E.D. Information Form (see G.E.D. Information Form). Be sure that the C.A.T. results are listed in the appropriate blanks and the number of hours, above 9.0, is cited in the blank under "remarks". Incomplete forms will be returned to the teacher. These forms will be sent to the teacher accompanying a students' advance level C.A.T. of 13.0 or above. Teachers must be sure all requirements for the G.E.D. Recommendation are completed before completing this form and returning it to the central office.

An example of this form may be found on page F-4 in the back of the manual.

5. Form #5--Individual Student Five-Year Record Form

This form is one of the most important for the teacher's records on his students. They should be kept up-to-date and contain complete information about the student. When a student enrolls in the program the teacher should transfer the information on the student's application for admittance to this form. When any test results are received on the

student, whether it is his first test or a re-test the tests scores are also to be recorded on this form. Also, at the end of the month, the teacher should put down in the appropriate space the number of hours that student attended class. These individual student record forms are used to compile the teacher's annual evaluation report at the end of the year. Teachers must be sure this form is kept up-to-date on the students. Teachers may obtain these forms from the central office.

If a student transfers from another class to your class, request the students' record form from the student's last teacher through the central office.

The purpose for which the teacher may use the information contained on the Individual Student Five-Year Record Form are as follows:

a. to supply teachers with information in filling out the G.E.D. Recommendation and Information forms

b. to keep an accurate and current account of the test scores, test levels, test dates, hours between tests, etc. to aid the teacher in testing the student with the correct test and the proper time to test

c. to keep an accurate and current tabulation on the number of class attendance hours each student has

d. to supply the teacher with the necessary information in completing his end of the year evaluation reports

e. to inform teachers of a student's past attendance and progress in previous adult education classes

Teachers should keep these forms in their classroom at the end of the year. Do not turn these forms into the central office except upon request.

6. Form #6--Monthly Report and Request for Reimbursement

This form is compiled by the central office from the teacher monthly payroll forms. It is sent to the State Department of Education for reimbursement of the funds spent during the month. An example of this form may be found on page F-6 in the back of the manual.

7. Form #7--Records of Equipment, Supplies, Books, and Materials

This form is compiled by the central office to record the amount spent each month on equipment, supplies, books, and materials. It is kept on file in the parish school board office. An example of this form may be found on page F-7 in the back of the manual.

8. Form #8--Receipt for Books and Supplies

This form is compiled by the central office on the cost and number of books sold to students who place above 9.0 level. This receipt is attached to the books above 9.0 level issued to the high school students. The books are charged to the account of that student's teacher and the teacher is responsible for payment of his account. Checks will not be issued to these teachers whose accounts are not paid in full by the end of the school year. An example of this form may be found on page F-8 in the back of the manual.

9. Form #9--Teacher's Annual Evaluation Report

This form is to be compiled by all teachers at the end of the school year. If a class is closed during the school year, that teacher must complete this form for the month the class closes. These forms are to be submitted in duplicate to the central office with the teachers final monthly payroll report.

The annual evaluation report must list all students who have been enrolled in the class meetings during the school year. (This must include dropouts, etc.). Teachers will find all necessary information needed to fill out this report on the Individual Record Form, which has been properly kept by the teacher on each student that has been in his class.

In figuring the totals for this form, columns 2,3, 4,5, and 7 should be averaged and columns 6, 7, 8, 9, 10, and 11 should be totaled.

Teachers must be sure to fill in correctly and neatly all information required and should consult the central office before completing the form if in doubt about some portion of it.

Teachers must request this form from the central office and allow themselves ample time to complete and return the form. An example of this form may be found on page F-9 in the back of the manual.

10. Form #10--Teacher Information Form

This form is to be completed by every teacher in the adult program at the first of each school year or whenever a teacher begins teaching in the program. Substitute teachers used in the adult program are also required to complete one of these forms. Forms may be obtained from the central office and returned to the central office when completed. An example of this form may be found on page F-10 in the back of the manual.

11. Form #11--Teachers Monthly Payroll Report

This report must be filled out neatly and correctly each month by the teachers. It must be in the central office by the third day of each month. If the third of the month falls on a weekend, reports must be

turned in to the central office on the preceeding Friday or must be postponed no later than the preceeding Saturday, if mailed. Late reports will not be accepted and teachers will not receive payment until the following month if a report is turned in late. Incorrect or illegible reports will be returned to the teacher and this teacher will also not be paid until the report is corrected. Any attempt to falsify this report or failure to report accurate meeting hours or student attendance shall result in the dismissal of that teacher.

The following procedures should be followed in filling out the monthly payroll report:

1. Fill in neatly and correctly.
2. Fill in completely all information at top of page: parish, school, month ending, name of teacher, address, circle scheduled days, hours scheduled.
3. List names of students in alphabetical order.
4. Place the correct grade level for each student in the appropriate blank right after his name.
5. Place the number of the days of the month that your class met over the appropriate days marked on the roll.
6. Denote the student absence by leaving that square blank.
7. Denote the students graduating by "G".

8. Denote the dropouts by "D".

9. Denote new students, transfers or re-entries (any student whose entrance in the present fiscal year is during the month covered by this report) by the following symbols:

   new student - *

   transfer - *T

   re-entry - *R

10. Place the number of hours each student attended during the month under the correct day. Figure hours to the closer half-hours. Examples: Three hours--3; two hours, forty-five minutes--3; one hour, twenty minutes--1⅓; two hours, thirty-five minutes--2½.

11. Add each student's total hours of attendance across and place that figure in the last column marked TOT. HRS. ATD. This is the only figuring that the teacher should do. The teacher should not figure the total amount of student hours, average attendance, rate of pay, or total coat of teaching.

12. Teacher should sign the report at bottom of page in blank marked signature of teacher and place number of hours he taught during the month in the blank to the right of his signature.

13. Teachers who had a substitute for their class must have that teacher sign his or their names under the regular teacher's name and place the number of hours they substituted in the blank to the right of their signatures.

These forms may be obtained upon request by the teacher from the central office. An example of this form may be found on page F-11 in the back of the manual.

12. Special Forms

a. Check-Out Forms

A list of the materials that each teacher is supplied for his students is kept in the bookroom. Teachers are not required to sign for the student materials but must be sure a record of the materials given is noted on that teacher's list. Teachers should not take materials without authorization or acknowledgement of the bookroom personnel.

b. Inventory Forms

At the end of each school year or whenever a class closes out, teachers are required to make a list or inventory of the adult education materials in their classroom. These materials are to be stored in the classroom and the list or inventory forms turned into the central office. These inventory forms may be acquired upon request to the central office.

c. Special Agency Forms

When various students are participants in the program of various other community agencies (such as NYC, Center Community Action Committee, Inc., etc.) and need a record of their attendance for these programs, teachers should contact the central office and forms shall be designed and distributed to the teacher to accommodate these students.

d. Additional Forms

If the need for any type of additional form is prevalent, the central office should be notified if the request is from a teacher. The central office will notify all teachers as to the nature, purpose, and distribution of new forms.

B. Keeping Proper Forms and Records

Teachers are expected to keep correct, neat, and current records in the adult education program. There is no excuse for a professional educator to keep incoherent, incomplete, and sloppy records to submit forms in such a manner. Teachers should always keep checking with the central office to make sure that their records and information coincide with those of the central office.

Teachers should also be sure to inform the central office of any change in their records that the central office may not be aware of, such as the changing of names due to marriage, etc.

The Adult Education Department of Rapides Parish would also request that teachers follow-up in the status of adult students who complete the program. Teachers are always being contacted by former students on their accomplishments after leaving the adult program. Teachers should notify the central office as to the accomplishments of former students in order that the central office may note these on that student's record.

Appreciation for the compilation of this handbook must be expressed to the Adult Education teachers and the Administrative Staff of the Rapides Parish School Board Program. Sources for information in this booklet include years of teacher experience, out-of-state workshops, Louisiana State Department of Education Regulations, the original 1955 and revised 1960 state handbooks. The compilation of the material was done by Mr. Bobby Boyet, assisted by Mrs. Jean Bomar, Mr. Jack Watson, Miss Laudine Smith, and Mr. Issac Hammond.

Alexandria, Louisiana

Fall, 1967

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ERIC Clearinghouse
DEC 10 1968
on Adult Education

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RAPIDES

EDUCATION

FOR

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Guidebook and Manual for Teachers of Adult Education in Rapides Parish

Supplement Edition

for

1968-69 Session

The following supplement contains various revisions and corrections to the Guidebook and Manual for Teachers of Adult Education in Rapides Parish.

These revisions and corrections are a result of new guidelines issued by the Louisiana State Department of Education for the 1968-69 session of the Adult Education Program of Rapides Parish.

These revisions from the original manual are concerned with guidebook section IV (Organization of Program), section VII (G.E.D. Program and Certificates), and section VIII (Financial). These corrections should be noted by all Rapides Parish Adult Education teachers and followed uniformly throughout the parish program.

I. Revision #1

Section IV (Organization of Program), Part D (Length of Program), paragraph one on page 12 of the manual should read as follows:

> Adult Education Classes will be nine months long, beginning the second week in September and closing the last week in June. No adult education classes will meet during the month of December.

II. Revision #2

Section IV (Organization of Program), Part E (Size of Classes), paragraph three on page 13 of the manual should read as follows:

> If the monthly average attendance drops below ten (10) in Category One, Two, or Four classes during any one month, the class must be closed. For Category Three classes, the monthly average must drop below seven (7) during any one month before the class will be closed.

III. Revision #3

In Section VI (Testing Program), Part 10 (Submitting Test for Grading), paragraph one, page 28, the last sentence of the first paragraph is a repetition of the preceeding sentence and should be omitted.

IV. Revision #4

Section VII (G.E.D. Program and Certificates), Part A (G.E.D. Program) on page 30 of the manual has been replaced with new guidelines and is reproduced in its entirety on the following page.

V. Revision #5

Section VIII (Financial) on pages 35, 36, and 37 of the manual has been changed by new directives from the State Department of Education and these pages have been completely rewritten. They are included in this supplement after Revision #3.

VII. G.E.D. Program and Certificates

A. G.E.D. Program

1. Definition

G.E.D. stands for General Educational Development. The G.E.D. Program provides an opportunity for qualified adult education participants to obtain a high school equivalency diploma through any certified high school in Louisiana.

All diplomas issued under this program shall show the basis upon which they are issued. A HIGH SCHOOL EQUIVALENCY DIPLOMA shall be issued to those students who successfully pass the G.E.D. Test.

Students must be 19 years old or above in order to receive a high school equivalency diploma. Married students under 19 years of age are eligible to enroll and participate in the adult education program but students must be 19 in order to qualify to take the G.E.D. Test.

Students must meet the requirements listed below in order to become eligible to take the General Educational Development Test.

VIII. Financial

A. Purchase of Materials

Materials are purchased by the supervisory staff of the Adult Education Department of the Rapides Parish School Board. These materials are purchased periodically by the Supervisory Staff and are subject to teacher evaluation and revision. Materials are kept in ample supply for student use.

B. Payment of Teachers

The adult education teacher's rate of pay shall be $5.00 per hour of instruction for all adult education classes. All adult teachers shall receive this reimbursement for their services as long as their class remains open. Adult classes are subject to being closed after any month in which the monthly average attendance of students is less than 10.0 or 7.0, depending upon their class category. Classes shall be closed according to the following:

a. For teachers of Category 1, 2, and 4 classes:

When the monthly average attendence in these category classes is <u>less</u> than 10.0, the class (es) shall be closed. In cases of sparsely populated communities, special authorization to continue the class(es)--when the monthly attendance is less than 10.0--shall be requested of the State Director of Adult Education. Without this authorization, reimbursement will not be made for said class (es) the following month.

b. For teachers of Category 3 classes

When the monthly average attendance in this category is <u>less</u> than 7.0, the class shall be closed. In cases of sparsely populated communities special authorization to continue the class (es)--when the monthly attendance is less than 7.0--shall be requested of the State Director of Adult Education Without this authorization, reimbursement will not be made for said class (es) the following month.

The monthly average attendance is computed from their monthly attendance and report forms (see p. 55). These forms must be filled out <u>neatly</u> and <u>correctly</u> as explained on page 55 of the manual, and must be turned in by the third day of the month. If the third of the month falls on a weekend, reports must be turned in to the Central Office on the preceeding Friday or must be postmarked no later than the preceeding Saturday, if mailed. A late report will not be figured on that month's roll and the teacher will not be paid until the following month. An incorrectly filled out report will be sent back to the teacher for correction. The teacher will not be paid until the roll is corrected and returned.

C. Student Expenses

Instruction and facilities are provided free of cost for the student.